

# ***Preparing Tomorrow's Teachers to Use Technology***

**Capacity Building  
Implementation  
Catalyst  
Grants**

***Applications Must Be Received by June 4, 1999***

# Preparing Tomorrow's Teachers to Use Technology

## Three Kinds of Grants are Available to Prepare Tomorrow's Teachers to Use Technology

**Capacity Building Grants** will support colleges, schools, and other consortium partners that are developing a comprehensive technology-based teacher preparation initiative for implementation next year.  
*Approximately 200 one-year awards averaging \$120,000 will be issued.*

**Implementation Grants** will support institutions and consortia that are now ready to implement full-scale improved programs to develop technology-proficient teachers.  
*Approximately 75 awards averaging \$400,000 a year for three years will be issued.*

**Catalyst Grants** will support national or regional consortia with the resources to stimulate large-scale innovative improvements for developing or certifying technology-proficient educators.  
*Approximately 35 grants averaging \$600,000 a year for three years will be issued.*

**Note:** all estimates of the number and dollar value of awards are subject to the quality of applications received and sufficient appropriations from Congress.

## Table of Contents

	Page
I. The Challenge: Developing Technology-Proficient Future Educators	1
II. The Response Must Address Quantity, Quality, Equity	2
III. Three Kinds of Support are Available to Prepare Tomorrow's Teachers to Use Technology	4
IV. Who Should Apply?	5
V. What Can You Do With a Grant?	6
Prepare Future Teachers to Use Technology	6
Develop Matching Commitments	6
Acquire Equipment	6
Develop a Learning Technology Plan	7
Develop or Acquire New Learning Resources	8
Evaluate the Effectiveness of the Innovation	8
Participate in Conferences	8
Establish Relationships With Other Initiatives	9
Grant Review and Selection Procedures	9
VI. Capacity Building Grants	10
VII. Implementation Grants	12
VIII. Catalyst Grants	14
IX. How To Apply	16
X. How to Submit Applications	18

### Program Staff

Thomas G. Carroll, Ph.D. - Program Director

Shirley A. Steele - Deputy Program Director

### Staff

Susana Bonis

Lavona Grow

Mary Gonzales

Erika Kirby

Kelly Green

Jonathan Ruhe

Phone: 202-260-1365

FAX: 202-260-8412

E-Mail: [Teacher\\_Technology@ed.gov](mailto:Teacher_Technology@ed.gov)

Web Page: <http://www.ed.gov/teachtech/>

# The Challenge

## Developing Technology-Proficient Future Educators

**T**eacher preparation is emerging as a critical factor limiting the contributions of new technologies to improved learning. Federal, state and local agencies are investing billions of dollars to equip schools with computers and modern communications networks. Despite these investments only 20 percent of the 2.5 million teachers currently working in our public schools feel comfortable using these technologies in their classrooms.

Reeducating the existing teaching force to take full advantage of these powerful new tools will require extensive professional development over many years. But this problem will be greatly magnified if new teachers entering the profession have not been adequately prepared to use the modern learning technologies they will find in their 21<sup>st</sup> century schools.

In less than a decade over two million teachers must be recruited to replace retiring teachers, to meet increasing student enrollment demands, and to achieve smaller class sizes. If our information technology investments are to pay off in improved education, these future teachers must be technology-proficient educators who know how to use these modern learning tools to help students meet high standards.

In recognition of the urgent need for technology-proficient educators, Congress has appropriated \$75 million to begin a new initiative focused on preparing tomorrow's teachers to use technology for improved teaching and learning. No school in America can meet the demand for teachers prepared to educate 21<sup>st</sup> century students without a significant commitment to teacher preparation program improvements across the country.

With these funds the U.S. Department of Education will assist teacher preparation programs that are integrating modern technologies into the curriculum to meet the nation's Technology Literacy Challenge. The four components of the Challenge are: (1) Modern technologies will be available to every student; (2) Classrooms will be connected to one another and to the outside world; (3) High quality learning resources will be an integral part of the curriculum; and (4) Teachers will have the education and support they need to use these new technologies for improved teaching and learning. More information on the Technology Literacy Challenge is available on the U.S. Department of Education Web Site: <http://www.ed.gov/Technology/>.

# *Preparing Tomorrow's Teachers to Use Technology*

## **The Response Must Address Quantity, Quality, and Equity**

**G**rants awarded under this initiative will support innovative teacher preparation program improvements developed by consortia of higher education institutions, state agencies, school districts, nonprofit organizations, and others who are joining forces to develop well-prepared future teachers. Every teacher preparation program in the country, large or small, has a responsibility to prepare tomorrow's teachers to be technology-proficient educators.

To insure that tomorrow's teachers know how to use new learning technologies for improved teaching and learning, teacher preparation programs must develop innovative responses to three demands.

### **QUANTITY: We Need Two Million Well-Prepared, Technology-Proficient Teachers In Less Than A Decade.**

School Boards, school administrators, parents and students will expect all future teachers to be well-prepared, technology-proficient educators. Every teacher preparation program in the country has a responsibility for meeting this expectation, whether it graduates fifteen teachers a year or fifteen hundred. To develop two million technology-proficient teachers we must have active support from presidents, deans, superintendents and other education leaders who will commit entire programs, institutions and schools to substantial teacher preparation improvements.

Creating a methods course on technology in education or developing a cadre of education technology specialists is not sufficient. These grants will support comprehensive teacher preparation program improvements that infuse technology throughout the teaching and learning experience of all future teachers.

Developing a significant number of technology-proficient educators in less than a decade will require innovative restructuring of the teacher preparation system we have today - innovations that can strengthen existing programs as well as establish new routes to teaching. Future teachers may enter the profes-

sion through a variety of paths that will emerge over the next few years. Nurturing innovative improvements in existing programs, creating new programs, and fostering rigorous alternative routes to effective teaching with technology in 21<sup>st</sup> century schools, are significant purposes of this grants initiative.

### **QUALITY: Future Teachers Must Know How To Use The Power of New Technologies To Improve The Teaching And Learning Process.**

Schools across the country are responding to the challenge of helping all students meet high standards. They are adopting new approaches to instruction, and calling on teachers and students to be active learners, drawing on multiple sources of information, in real-world collaborative inquiry. New technologies that will be ubiquitous in tomorrow's classrooms can contribute to these objectives if our schools have ready access to well-prepared, technology-proficient teachers who know how to infuse these tools into the curriculum to improve learning and achievement.

Future teachers should learn with these modern technologies integrated into the postsecondary curriculum by faculty who are modeling technology-proficient instruction, particularly in those courses where they acquire the subject area expertise they will use in the classroom. Prospective teachers and their faculty also need hands-on learning opportunities in K-12 schools that enable them to work with the modern technologies available in 21<sup>st</sup> century classrooms. Grants under this program will support cross-disciplinary collaborative efforts among postsecondary educators, K-12 schools, state agencies, national associations, and other organizations that can immerse prospective teachers in effective uses of technology to improve teaching and learning.

With modern information and communications technologies available today we are crossing a threshold that will profoundly transform schools. These new learning media give teachers the powerful tools they need to build on decades of research that are changing our thinking about the teaching and learning process. Teacher preparation programs must ensure that future teach-

ers master new instructional strategies, multiple learning styles, and content applications that enable them to make full use of modern technologies for improved learning and achievement. This will include proficient use of these media in new assessment models that enable educators to assess the application of learned skills and concepts in authentic settings.

Effective use of these modern media leads to a reorganization of the teaching and learning process itself. In a growing number of K-12 schools, technology-proficient master teachers and school administrators are engaging students in powerful new learning experiences that build on multimedia portfolios, Web-based learning, modeling, and simulations. Teachers and students in these schools are changing their roles to become collaborative learners actively participating in authentic project based inquiries. College faculty and prospective teachers are joining them to create networked K-16 learning communities that extend the power of scientific inquiry, mathematical reasoning, and careful study in the arts and humanities to every classroom – helping all students meet high standards.

The development of technology-proficient teachers must go beyond training in basic computer skills and standard productivity or presentation applications. Affordable configurations of portable computers and wireless connectivity create the potential for every teacher and student to be a member of a networked learning community. Rapid developments in Web-based learning, visualization, modeling, simulations and other applications, along with the explosion of new knowledge in every field, will require that tomorrow's teachers use these technologies to support their own continuous professional development throughout their careers. Every future teacher must be as proficient with the use of these new learning tools as they are with books, blackboards and chalk.

These new learning communities can reduce the isolation and lack of sustained support experienced by many novice and reentry teachers. Networked mentoring for continuous professional development might break down the time-worn distinctions between “preservice” teaching and “inservice” teaching that no longer serve us well. Future teachers might enter the profession through multiple career paths that support them through their initial years of teaching, as they build the experience they need to become technology-proficient advanced teachers.

**EQUITY: To Close The Digital Divide, Schools In Low-Income Communities And Rural Areas Must Be Staffed With Technology-Proficient Teachers.**

Well-prepared teachers are the most valuable resource a community can provide to its students. The need for technology-proficient teachers is greatest in low-income communities and rural areas, where students are relying on their schools for access to modern information and communications technologies. These schools must be staffed with technology-proficient educators who can help students use these powerful learning tools to meet high standards and prepare for employment in the new millennium.

Government initiatives, volunteer efforts and philanthropic commitments are making strong inroads into the equipment and networking gaps between high- and low-income schools. But there are persistent differences in how these technologies are used in the curriculum. In schools with well-prepared teachers these new learning tools are frequently used for complex reasoning and problem solving, but in schools that lack technology-proficient educators they are more often used for drill and practice. These differences are alarming in the light of recent research, which shows that classroom technology has little effect on student achievement except when used by well-prepared teachers who can go beyond classroom drill. Despite efforts to equip their classrooms, students in low-income schools and rural areas will be denied full access to the power of new learning technologies if they do not have teachers who can help them use these tools to engage in challenging learning activities that help them meet high standards.

We must close the digital divide. Students from low-income communities and rural areas must not be left behind in the acquisition of knowledge and skills that will be needed for responsible citizenship and productive employment in the 21<sup>st</sup> century. In awarding grants under this program the U.S. Secretary of Education encourages applications that respond to the need for technology-proficient teachers in low-income communities and rural areas.

# *Preparing Tomorrow's Teachers to Use Technology*

## **THREE KINDS OF SUPPORT ARE AVAILABLE: CAPACITY BUILDING GRANTS – IMPLEMENTATION GRANTS –CATALYST GRANTS**

**T**eacher preparation programs are at various levels of readiness to meet the challenge of developing technology-proficient educators.

In scattered regions of the country there are strong programs making active use of new technologies in the education of future teachers. Several national associations are developing new standards for instructional technology proficiency, and some states are beginning to include technology skills in their certification requirements.

But, independent reports find that many teacher preparation programs lack the hardware, software, and network connectivity that are a prerequisite for integrating technology into the curriculum. In many instances faculties in education and in the arts and sciences have not acquired the knowledge and skill they need to use new technologies for improved teaching and learning in their own courses. And further, the introduction of new technologies has been so rapid that some postsecondary education faculties are growing out of touch with the profound changes occurring in K-12 schools and not modifying their teaching methodologies to stay current with those developments.

To support suitable responses to these conditions, three kinds of grants are available to nurture innovative teacher preparation program improvements.

- 1. Capacity Building Grants:** Up to 200 Capacity Building Grants will be awarded. These one-year grants will range from \$50,000 to \$175,000 and average \$120,000 for the year (September 1999 to September 2000). They will support an initial year of work by those who need time and resources to prepare for implementation of full-scale teacher preparation program improvements.
- 2. Implementation Grants:** Approximately 75 Implementation Grants, ranging from \$200,000 to \$500,000 a year and averaging \$400,000 a year for three years, will support consortia that are ready to implement signifi-

cant program innovations that will develop well-prepared, technology-proficient future teachers.

- 3. Catalyst Grants:** Approximately 35 Catalyst Grants ranging from \$500,000 to \$700,000 a year and averaging \$600,000 a year for three years will be awarded to support: (1) organizations that can provide technical assistance to those who are building improved teacher preparation programs; (2) consortia that are collaboratively developing innovative learning communities, demonstration models, or other strategies that support continuous professional development of tomorrow's technology-proficient teachers; and (3) restructuring efforts that improve the capacity of the teacher preparation system to produce and certify well-prepared technology-proficient educators.

**Applicants should be aware that this is a three-year initiative. New Capacity Building Grants, Implementation Grants, and Catalyst Grants will all be available during the first program year (FY 1999). However, in the second program year (FY 2000) only Implementation Grants will be awarded, and these "Second Wave Implementation Grants" will be limited to two years of funding. During the third program year (FY 2001) no new grants are planned for this program. Applicants should carefully consider this schedule of awards as they develop plans for participating in this initiative. Applicants are advised that all estimates of the number and dollar value of awards are subject to the quality of applications received and sufficient appropriations from Congress.**

## WHO SHOULD APPLY?

### **The Applicant is a Consortium**

**An application must be submitted on behalf of a consortium that is developing an innovative teacher preparation program improvement strategy, or a significant reform of the teacher preparation system to produce and certify well-prepared technology-proficient educators.**

Consortium members may include: institutions of higher education (IHEs), schools of education, community colleges, state education agencies (SEAs), local education agencies (LEAs), private schools, professional associations, foundations, museums, libraries, private sector business partners, nonprofit organizations, community-based organizations, or others. Each consortium partner should be carefully chosen for its potential to make collaborative contributions to innovative teacher preparation program reforms that will enable future teachers to infuse technology into the curriculum for improved learning.

Applications must be submitted on behalf of the consortium by a single nonprofit member that is prepared to meet the legal and administrative responsibilities of a U.S. Department of Education grantee [34 CFR Parts 74,75,77,79,81,82,85 and 86]. The members of the consortium should designate the applicant member, and that member will serve as the “Lead Organization” applying on behalf of the consortium and serving as the fiscal agent in the event that a grant is awarded. In an Appendix to its Application, the applicant member should submit the “Lead Organization” and the appropriate “Partner Identification” forms that summarize the commitments each consortium member plans to make (these forms are included at the end of this booklet).

A strong consortium is not necessarily a big consortium or a consortium with a long list of blue-ribbon names. **A strong consortium is one in which a manageable number of members have been carefully selected to accomplish specific objectives of the proposed innovation.** A long list of consor-

tium members that does not clearly identify the potential contribution of each partner to the proposed innovation is not encouraged.

Every consortium will benefit from well-developed partnerships with K-12 schools (public or private) that can provide future teachers and their faculty with first-hand learning opportunities in today’s classrooms. The administrators and technology-proficient master teachers in these schools should have a significant, active, and well-defined role to play in establishing these partnerships, to ensure that their participation contributes to their school’s efforts to improve student learning and achievement. Applicants are particularly encouraged to include schools in low-income communities or rural areas with the greatest need for technology-proficient educators.

In postsecondary education the development of well-prepared technology-proficient teachers should be the responsibility of the entire university or college. Postsecondary consortium partners and applicants should be colleges or universities that are participating with active support from deans, presidents, provosts and other leaders who are committing entire programs, departments and institutions to innovative teacher preparation improvements. These leaders will manifest their commitment through: active participation in the initiative; sustained support for the organizational changes that are necessary to achieve success; and allocation of real operational funds and resources to the improvement strategy.

A number of rigorous alternative programs are available to develop well-prepared future teachers, and more are likely to emerge in the near future. Such programs, which might be established by consortia that include Local Education Agencies, a State Education Agency, Area Education Service Agencies, private schools, foundations, nonprofit organizations, profit making businesses, and postsecondary institutions among others, are eligible for grants under this initiative.

# *Preparing Tomorrow's Teachers to Use Technology*

## WHAT CAN YOU DO WITH A GRANT?

### Prepare Future Teachers to Use Technology

**T**his program supports innovative strategies for recruiting and preparing technology-proficient future educators who can meet the burgeoning demand for well-prepared teachers during the next decade. Tomorrow's teachers might include: students pursuing traditional or alternative undergraduate or graduate career paths to teaching; reentry teachers (needing recertification and preparation to become technology proficient); teachers' aides pursuing a teaching career; mid-career adults who are choosing teaching as their next profession; "out-of-field" teachers who are participating in a teacher preparation program to become well-prepared technology-proficient educators in a new field, and uncertified teachers who are teaching under short-term emergency arrangements.

**Inservice professional development and continuing education for certified teachers who are currently teaching in K-12 schools do not meet the purposes of this program – this includes continuing education to meet inservice certification requirements or graduate study for inservice teacher career advancement.** Applicants seeking support for inservice professional development should consult with State Education Agencies to obtain information on how to participate in the U.S. Department of Education's Technology Literacy Challenge Fund. Other federal, state, and local initiatives also support inservice advancement of technology-proficient teachers. Applicants are encouraged to establish complementary relationships between inservice and preservice initiatives to accelerate the development of technology-proficient educators.

### Develop Matching Commitments

**Federal funds shall provide not more than 50 percent of the total cost of any project** funded by a grant under this program. The non-Federal share of project costs may be in cash or in kind, fairly valued, including services,

supplies, or equipment. This grant program encourages the leveraging of resources among consortium members and investments and contributions from private sector partners. The total of non-federal commitments made by all consortium members and the value of private sector investments and donations may be included in the match. It is particularly important that these matching commitments have the potential to contribute to the long-term sustainability of the project after the grant's funding ends.

In determining the adequacy of resources under the selection criteria for grants, applications will be evaluated on the extent to which consortium members make substantial commitments to program costs to insure that sufficient resources are available to achieve the proposed objectives.

For purposes of **indirect costs** that may be charged to the grant, all funded projects are treated as "educational training grants." Therefore, consistent with 34 CFR 75.562, except for costs that might be incurred by State agencies or LEAs, a recipient's indirect cost rate is limited to the maximum of eight percent or the amount permitted by its negotiated indirect cost rate agreement, whichever is less.

### Acquire Equipment

Several national reports have highlighted the inadequacy of equipment in many teacher preparation programs. To overcome equipment deficiencies that are significant obstacles to program innovations, **each type of grantee may use grant funds to make limited equipment acquisitions.** Investments of grant funds in equipment should be treated as seed money, which can be used to generate additional matching equipment support from the lead organization and its consortium members. These venture capital investments may also establish a core infrastructure to support requests for additional resources from corporate and foundation sponsors.



**Acquired equipment should have clear role to play in the applicant's plan for improving the teaching and learning process. Applicants proposing to use grant funds to acquire equipment should include a "Learning Technology Plan" in Section 3 of the Appendix to their application.**

Teacher preparation programs are strongly encouraged to form partnerships with technology-rich K-12 schools that can provide postsecondary faculty and prospective teachers with hands-on learning opportunities in well-equipped classrooms. Applicants may make limited equipment acquisitions with grant funds to support networked learning communities that link postsecondary faculty and students with K-12 educators and their students.

The acquisition of new equipment through donations from consortium members, corporate sponsors, or foundations may be counted as matching commitments to the grant. Legacy equipment that can not support current learning resources, E-mail, or text-based Internet access should not be included as matching equipment. No preexisting equipment or communications networks (equipment and networks in the hands of the applicant prior to the grant's start date) may be counted as part of the match. However, this equipment could form a valuable infrastructure platform for the proposed initiative, and it should be described in the application.

**Grant funds awarded under this program are not to support large purchases of equipment.** Under the "Adequacy of Resources Selection Criteria" in this program, applications proposing equipment purchases as their primary purpose will not be competitive. In addition, applications proposing to supplement or supplant spending plans for scheduled replacements or upgrades of equipment will not be supported.

### **Develop a Learning Technology Plan**

Although the applicant may choose the manner in which it addresses the selection criteria for grants under this program, the Secretary believes that a high quality Learning Technology Plan should respond to five questions:

- ✓ **Teaching And Learning Goals:** How will the equipment acquisition help achieve a clearly articulated vision for improvements in the teaching and learning of future teachers?
- ✓ **Staff Development:** How will faculty and teacher preparation program staff learn to infuse this technology into the curriculum to improve the teaching and learning experiences of prospective teachers?
- ✓ **Needs Assessment:** What equipment is in place, and what specific hardware or telecommunications services are necessary to reach the goals defined in this plan? What new equipment or connectivity will be acquired with grant funds, and what technologies will the applicant provide with consortium resources or from other sources?
- ✓ **Budget:** In addition to your matching commitments for equipment acquisitions, how will you meet the costs of system operations and maintenance, retrofitting of facilities, and upgrading electrical capacity to support the equipment you acquire? Grant funds may not be used for facilities renovation or construction.
- ✓ **Evaluation:** How will you determine whether the equipment acquired is helping you reach your goals for improving the teaching and learning of future teachers?

Applicants are encouraged to use their "Learning Technology Plan", and the combined acquisition of equipment from grant funds and consortium resources, to generate support for additional equipment from other sources.

# *Preparing Tomorrow's Teachers to Use Technology*

## **Develop or Acquire New Learning Resources**

Implementation and Catalyst Grantees are encouraged to develop and demonstrate innovative learning resources, such as Web-based learning environments, on-line forums, multimedia project-based learning activities, multimedia portfolios, modeling and simulations, among others. Grantees are particularly encouraged to collaborate with others who have been developing such resources (on their campuses or on the Web) – forming expanded learning communities that demonstrate improved teaching and learning with these media in K-12 classrooms.

Grantees may also purchase commercially produced learning resources and other widely used content applications. The acquisitions should be supported by substantial faculty development to support the infusion of these new learning resources into the curriculum. New learning resources should not be used as “bolt-on” attachments to traditional lecture-based courses.

## **Evaluate the Effectiveness of the Innovation**

The quality of the evaluation design is one of the four selection criteria used in this grant program. The evaluation plan should be central to the design of the project and it should shape the development of the initiative from the beginning of grant planning. It is particularly important that the evaluation be designed to assess the impact of the program improvement on future teacher uses of technology that can contribute to improved student learning and achievement.

Approximately ten percent (10%) of the application narrative should be used to provide an outline of the evaluation design including clearly defined goals and objectives for the proposed initiative. This outline should be supplemented by a full evaluation design presented in section 4 of the Appendix to the application. At conference workshops held during fall 1999, Capacity Building Grantees and Implementation Grantees will receive technical assistance to refine their evaluation plan and to align their goals and objectives with

the U.S. Department of Education's performance indicators for this initiative. The Department has published: [An Evaluator's Guide to Evaluating the Use of Technology in Schools and Classrooms](#), which applicants may find useful in developing an evaluation plan. Copies can be obtained by calling 1-800-USA-LEARN, or by downloading from: [www.ed.gov/pubs/EdTechGuide](http://www.ed.gov/pubs/EdTechGuide).

Although the applicant may choose the manner in which it addresses the evaluation criterion for selection of grants under this program, the Secretary believes that a strong application will address the following concerns. The evaluation plan should identify the individual and /or organization serving as the evaluator for the project, and it should describe the evaluator's qualifications and contributions to the design of the proposed project. The discussion of the evaluation in the application should include a description of: (1) what evaluation designs and methods will be used; (2) what types of data will be collected; (3) when the data will be collected; (4) when reports of results and outcomes will be available; and (5) how information will be used by the grantee to manage progress toward stated goals and objectives. Applicants are encouraged to allocate up to ten percent (10%) of the budget for formative and summative evaluations.

## **Participate in Conferences**

In this program it is essential for grantees at different levels of support (Capacity Building, Implementation, and Catalyst) to collaborate, together and with others, on innovative strategies for improving the technology proficiency of future teachers. To achieve this objective applicants should plan and budget for attendance at several required meetings over the next year, in the event that they are awarded a grant. All grantees at each level should plan to attend one regional meeting during fall 1999. In addition all Implementation Grantees and all Catalyst Grantees should plan to participate in a national conference from November 9 to 12, 1999 in Dallas, TX. And, all Implementation Grantees and Catalyst Grantees should plan to attend a national conference from June 26 to 28, 2000 in Atlanta, GA, at which time the second wave of Implementation Grants will have been awarded. Grantees may also make prudent

use of grant funds to participate in other conferences during the year, if these activities will contribute to their efforts to infuse new learning technologies into the curriculum to improve the teaching and learning process.

### **Establish Relationships with Other Funding Initiatives**

Consortia supported by grants under this program may draw on a wide range of support from other sources for their efforts. For example, applicants receiving grants from the U.S. Department of Education's "Partnership Grants for Improving Teacher Quality" and "State Grants for Improving Teacher Quality" may augment their efforts with grants awarded under this program. Other U.S. Department of Education funded efforts, such as those funded under the Technology Literacy Challenge, or the Department's reading and math initiatives could provide an ideal context for demonstrating the use of new technologies to improve learning and instruction.

Other Federal agency programs also may complement or strengthen the work of an initiative supported by this program. These include, for example, National Science Foundation support for the use of technology in improved mathematics and science education; National Aeronautics and Space Administration funded initiatives to improve the use of space science data in the classroom; the Universal Service Program (E-Rate) supported by the Federal Communications Commission; and technology infrastructure initiatives supported by the Department of Commerce.

However, funds from other federal sources may not be commingled with Preparing Tomorrow's Teachers to Use Technology Grant funds, or counted as matching dollars in the budget section of the application. Participation in these complementary federal efforts may make a significant contribution to the success of the proposed initiative, and this potential impact should be described in the grant application, but the budget for each federally funded effort or activity must be administered separately.

Additional sources of support that may contribute to the work of a consortium funded by a grant under this initiative include: foundation grants, corporate sponsorships, and grants or contracts from other non-federal government agencies.

### **Grant Review and Selection Procedures**

**Each type of grant has its own selection criteria, and its own application requirements. Prospective applicants should carefully read the applicable descriptions and selection criteria in this booklet for each type of grant (pp. 12 to 17), to determine which type of grant is best suited to their purposes.**

Applications will be reviewed this summer by peer review panels composed of field readers drawn from higher education (faculty and prospective teachers), State and Local Education Agencies (technology proficient teachers and administrators), professional associations, nonprofit organizations, and private sector businesses that have experience developing technology-proficient educators. These field readers will use selection criteria drawn from the Education Department General Administrative Regulations (EDGAR) to make recommendations to the U.S. Secretary of Education.

# CAPACITY BUILDING GRANTS

Capacity Building Grants are not planning grants. Capacity Building Grants do provide successful applicants with support to assess needs and opportunities for program improvements. And, these grants also may be used to develop innovative strategies for responding to those needs and capitalizing on the opportunities. But a Capacity Building Grant must go beyond needs assessments and planning activities to be successful. Capacity Building applications should define realistic objectives and initial outcomes to be accomplished with the grant's funding during the twelve-month period from September 1999 to August 2000. These accomplishments should lay a strong foundation for future implementation activities.

Capacity Building grantees are likely to be responding to changes driven by emerging trends and forces that will require significant restructuring of their programs. In response, these applicants may use a Capacity Building Grant's assistance to lay the groundwork for an innovative teacher preparation program improvement strategy.

Such program building efforts could include acquisition of new learning; faculty development; curriculum redesign; and the formation of cross-disciplinary partnerships among departments and between institutions of higher education and the K-12 educational community. The proposed steps should clearly demonstrate that the Capacity Building Applicant is moving toward a comprehensive effort to improve teaching and learning with new technologies.

To acquire adequate resources for their initiatives Capacity Building grantees are encouraged to use their grants to cultivate additional support from their institutions or host organizations. Grantees may also use their funded activities to develop new consortium partnerships and to seek support from foundations or corporate sponsors.

A Capacity Building Grantee must establish formative evaluation methods that can be used to provide feedback on progress toward intended outcomes. Since capacity building grantees are actually in the early stages of implementing a comprehensive program innovation, the evaluation plan should establish clear benchmarks, or starting points, for documenting future improvements.

A year from now, Capacity Building grantees may be competing with a significant number of other applicants for implementation grants. Approximately 75 of these "second wave" grants will support two years of program implementation (at an average level of \$400,000 a year for two years). The ability to establish clear and realistic objectives to be accomplished during the next twelve months and the ability to document progress on those objectives through a credible formative evaluation strategy could be significant factors in a future funding decision.

**Applicants are reminded that no Capacity Building Grant awards are planned after the first year of this program.** To help prepare for future Implementation Grant applications, Capacity Building Applicants are encouraged to review the "Implementation Grants" section of this booklet, which addresses the selection criteria for Implementation Grants (p. 15).

**Note:** A narrative of **no more than 15 double-spaced pages for Capacity Building Grants, printed in 10-point font or larger** should address the selection criteria and each of the issues discussed in this application package.

# SELECTION CRITERIA

The Secretary considers four criteria drawn from the Education Department General Administrative Regulations (EDGAR): (1) the need for the project; (2) the quality of the project design; (3) the adequacy of resources; and (4) the quality of the project evaluation. The Secretary evaluates each criterion equally and, within each criterion, each factor equally. Under the criterion of need, the Secretary encourages applicants to respond to the need for technology-proficient educators in low-income communities and rural areas.

**1. Need for the Project**, the Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factor:

- ✓ The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

**2. Quality of the project design**, the Secretary considers the quality of the design for the proposed project. In determining the quality of the design for the proposed project, the Secretary considers the following factors:

- ✓ The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- ✓ The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

**3. Adequacy of resources**, the Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- ✓ The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant consortium and the lead organization;

- ✓ The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project.

**4. Quality of the project evaluation**, the Secretary considers the quality of the project evaluation to be conducted of the proposed project. In determining the quality of the project evaluation for the proposed project, the Secretary considers the following factors:

- ✓ The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

# IMPLEMENTATION GRANTS

Implementation Grants support full-scale implementation of an innovative program improvement to develop technology-proficient future teachers. An Implementation Grant application should be submitted by a well-developed consortium composed of members that have been carefully selected to accomplish the goals and objectives of the proposed innovation. The consortium's improvement strategy, including its vision for the use of modern technologies to improve the teaching and learning process, should be well defined. The roles and responsibilities of each consortium member for accomplishing the goals and objectives of the innovation should be well established and described in the application.

The implementation should support a comprehensive effort to infuse technology into the teaching and learning experiences of prospective teachers. Strong and extensive faculty development using high quality learning resources are essential features of an Implementation Grant application. Such efforts should include cross-disciplinary collaborations and strong partnerships with K-12 schools. These partnerships should place postsecondary faculty and K-12 teachers in joint learning activities that improve the instructional technology proficiency of future educators.

The leadership of Implementation Grant applications must be prepared to commit sustained support for organizational changes and operational resources that will ensure that future teachers are technology-proficient educators. The consortium should have a strong capacity to sustain the program innovation after the grant ends. In higher education, consortia should be established with the active support of deans, presidents, provosts and other leaders who can commit entire programs, departments and institutions to innovative teacher preparation improvements. These leaders should manifest their commitment through: active participation in the initiative; sustained support for the organizational changes that are necessary to achieve success; and allocation of real operational funds and resources to the improvement strategy.

The applicant should clearly document the adequacy of resources available for the proposed innovation. This should include the relevance and demonstrated commitment of each consortium member to the initiative. Applicants

proposing to purchase equipment with grant funds are encouraged to describe how they will use their Learning Technology Plan and equipment investments made under this grant to seek additional equipment support from corporate sponsors and foundations.

Implementation grantees will receive support for full-scale program implementation during the first two years of activity. In the third year, these grantees are expected continue implementation and to begin long-term institutionalization strategies that will sustain the innovation after the grant ends. Implementation grantees should also be prepared to conduct widespread dissemination of their successful practices and lessons learned to the second wave of Implementation grantees and to others that are working to improve the preparation of technology proficient teachers.

A detailed evaluation plan should be an integral component of an Implementation Grant application. The evaluation plan should meet all of the expectations outlined in the Evaluation section on page 10 of this booklet. A strong evaluation plan will be essential to the work of Implementation grantees in their third year, when they will be called on to share their lessons learned with others. An Implementation grantee must describe in detail how the evaluation strategy will provide formative and summative information that helps both the grantee and the U.S. Department of Education manage progress toward measurable program goals and objectives.

Any applicant who is not prepared to meet the expectations outlined for an Implementation Grant should consider the alternative of applying for a Capacity Building grant to gain the initial resources and the time needed to scale-up to full implementation of a program innovation. **Applicants are reminded that new Implementation Grants awarded in the second year of this program will extend for two years only.**

**Note:** A narrative of **no more than 25 double-spaced pages for Implementation Grants, printed in 10-point font or larger**, should address the selection criteria and each of the issues discussed in this application package.

# SELECTION CRITERIA

The Secretary considers four criteria drawn from the Education Department General Administrative Regulations (EDGAR): (1) the need for the project; (2) the quality of the project design; (3) the adequacy of resources; and (4) the quality of the project evaluation. The Secretary evaluates each criterion equally and, within each criterion, each factor equally. Under the criterion of need, the Secretary encourages applicants to respond to the need for technology-proficient educators in low-income communities and rural areas.

**1. Need for the project,** the Secretary considers the need for the proposed project. In determining the need for the proposed project, the Secretary considers the following factor:

- ✓ The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses.

**2. Quality of the project design,** the Secretary considers the quality of the design for the proposed project. In determining the quality of the design for the proposed project, the Secretary considers the following factors:

- ✓ The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- ✓ The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students;
- ✓ The extent to which the proposed activities constitute a coherent, sustained program of training in the field;
- ✓ The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice;
- ✓ The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

**3. Adequacy of resources,** the Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- ✓ The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant consortium and the lead organization;
- ✓ The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project;
- ✓ The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

**4. Quality of the project evaluation,** the Secretary considers the quality of the project evaluation to be conducted of the proposed project. In determining the quality of the project evaluation for the proposed project, the Secretary considers the following factors:

- ✓ The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes;
- ✓ The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
- ✓ The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

## CATALYST GRANTS

Catalyst grants provide three years of support to regional or national consortia with established track records and promising strategies for systemic improvements in the preparation of tomorrow's teachers to use technology. These partnerships must be prepared to marshal their resources to stimulate and support significant reforms and innovative large-scale improvements in the preparation and certification of well-prepared, technology-proficient teachers for 21<sup>st</sup> century schools.

**There may be different types or subgroups of Catalyst Grants.** For example, several Catalyst Grant Applicants will be selected for their ability to provide vital technical assistance and mentoring support to Capacity Building grantees, Implementation grantees, and others who are developing innovations in the preparation of future teachers to use modern technologies for improved learning and achievement. These **“Technical Assistance” Catalyst grantees** should be prepared to support faculty development and the infusion of technology into the postsecondary curriculum on either a regional or national basis. Technical assistance Catalyst grantees should have the appropriate expertise and resources to support the formation of strong partnerships between postsecondary faculty and K-12 educators who are using technology to improve student learning and achievement. In November of 1999, Technical Assistance Catalyst grantees will have an opportunity to rewrite their three year scopes of work, in light of what is known at that time about the needs of Capacity Building grantees, Implementation grantees and others who are working to infuse new technologies into the teaching and learning process.

A second type of Catalyst Grant might be awarded to those who are working to accelerate our ability to learn about effective practices and strategies for infusing new technologies into education. These **“Knowledge Development” Catalyst grantees** must describe a detailed process for evaluating the efforts of Implementation grantees and others who are working to improve teaching and learning with new technologies. These grantees must have the ability to quickly capture lessons learned and share them widely with others. This could include the capacity to create a virtual learning community that is focused on learning how to teach and learn with new technologies.

Developing two million technology-proficient educators will require innovative restructuring of the teacher preparation system we have today – including innovations that will establish new routes to teaching. Several **“New Career Path” Catalyst grantees** might be awarded to support promising alternative teacher development career paths that can provide schools with well-prepared technology proficient educators – with a particular emphasis on meeting the needs of low-income communities and rural areas.

**“New Learning Resources” Catalyst grantees** could focus on developing strong learning content and instructional strategies that help future educators to infuse high-quality modern technologies into the curriculum. These grantees, perhaps assisted by professional associations, foundations and business partners, could join forces in a networked learning community to help tomorrow's teachers adapt or create technology-rich content and new teaching processes in mathematics, sciences, humanities, or the arts. Future teachers participating in these initiatives should receive active assistance in mastering the use of these new learning resources in collaboration with advanced teachers in K-12 classrooms.

Developing well-prepared technology proficient teachers will require a restructuring of graduation, accreditation, licensing, and certification requirements. **“New Standards” Catalyst grantees** will support efforts to develop performance-based standards for the use of new technologies to improve teaching and learning.

**Applicants are reminded that no new Catalyst Grants are planned after the first year of this program.**

**Note:** A narrative of **no more than 30 double-spaced pages for Catalyst Grants, printed in 10-point font or larger**, should address the selection criteria and each of the issues discussed in this application package.



# SELECTION CRITERIA

The Secretary considers four criteria drawn from the Education Department General Administrative Regulations (EDGAR): (1) the significance of the project; (2) the quality of the project design; (3) the adequacy of resources; and (4) the quality of the project evaluation. The Secretary evaluates each criterion equally and, within each criterion, each factor equally. Under the criterion of need, the Secretary encourages applicants to respond to the need for technology-proficient educators in low-income communities or rural areas.

**1. Significance**, the Secretary considers the significance of the proposed project. In determining the significance of the proposed project, the Secretary considers the following factor:

- ✓ The likelihood that the proposed project will result in system change or improvement;
- ✓ The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population;
- ✓ The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement;
- ✓ The extent to which the proposed project is likely to yield findings that may be utilized by other appropriate agencies and organizations;
- ✓ The extent to which the proposed project involves the development or demonstration of promising new strategies that build on, or are alternatives to, existing strategies.

**2. Quality of the project design**, the Secretary considers the quality of the design for the proposed project. In determining the quality of the design for the proposed project, the Secretary considers the following factors:

- ✓ The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable;
- ✓ The extent to which the proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students;

- ✓ The extent to which the proposed activities constitute a coherent, sustained program of training in the field;
- ✓ The extent to which the design of the proposed project reflects up-to-date knowledge from research and effective practice;
- ✓ The extent to which the proposed project will establish linkages with other appropriate agencies and organizations providing services to the target population.

**3. Adequacy of resources**, the Secretary considers the adequacy of resources for the proposed project. In determining the adequacy of resources for the proposed project, the Secretary considers the following factors:

- ✓ The adequacy of support, including facilities, equipment, supplies, and other resources, from the applicant consortium and the lead organization;
- ✓ The relevance and demonstrated commitment of each partner in the proposed project to the implementation and success of the project;
- ✓ The potential for continued support of the project after Federal funding ends, including, as appropriate, the demonstrated commitment of appropriate entities to such support.

**4. Quality of the project evaluation**, the Secretary considers the quality of the project evaluation to be conducted of the proposed project. In determining the quality of the project evaluation for the proposed project, the Secretary considers the following factors:

- ✓ The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes;
- ✓ The extent to which the methods of evaluation are thorough, feasible, and appropriate to the goals, objectives, and outcomes of the proposed project;
- ✓ The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.

# Preparing Tomorrow's Teachers to Use Technology

## HOW TO APPLY

### APPLICATION MUST BE RECEIVED BY: JUNE 4, 1999

Each submission should be concise and clearly written. Each submission should include the five sections of the Application and the nine sections of the Appendix listed here.

## THE APPLICATION

### Each application should have the following five sections:

1. **Title Page:** Use the title page form included in these guidelines or a suitable facsimile to cover each application copy.
2. **Table of Contents:** Include a one-page table of contents.
3. **Abstract:** Attach a one-page, **double-spaced** abstract following the Title Page (this is in addition to the abstract requested on the Title Page itself). The abstract should mention the problem or need being addressed, the proposed activities, and the intended outcomes.
4. **Narrative:** A narrative of **no more than 15 double-spaced pages for Capacity Building Grants, no more than 25 double-spaced pages for Implementation Grants and no more than 30 double-spaced pages for Catalyst Grants, printed in 10-point font or larger** should address the selection criteria and each of the issues discussed in this application package. About 10 percent of the narrative should be devoted to the project evaluation plan. (*See p. 10*)
5. **Budget:** Use the attached Budget Summary form or a suitable facsimile to present a complete budget summary for each year of grant funding (Capacity Building applicants submit a one year budget). Please provide a justification for this budget by including, **for each year**, a narrative for each budget line item, which explains: (1) the basis for estimating the costs of

professional personnel salaries, benefits, project staff travel, materials and supplies, consultants and subcontracts, indirect costs, and any projected expenditures; (2) how the major cost items relate to the proposed activities; (3) the costs of evaluation; and (4) a detailed description explaining the funding provided by members of the consortium. Please include project staff travel funds for two trips during each year of the project to the Improving America's Schools conference (held regionally); and two trips during each year of the project to attend meetings as determined by the program. Each trip will be for three days for up to three persons. At these meetings each Grant recipient will have an opportunity to strengthen its efforts by collaborating with other grantees funded in this program and receive technical assistance from U.S. Department of Education personnel.

## THE APPENDIX

Each application should be accompanied by an appendix which includes the following nine numbered sections:

1. **Lead Organization Information:** Use the Lead Identification Form and Cost Share Worksheet.
2. **List of Consortium Members:** Use the "List of Consortium Partners" Form to list all consortium members, the partner institution/organization, the contact person, and the total value of the partner commitment (for the grant period).
3. **Partner Support:** The support, contributions, and commitment of all consortium members should be described clearly within the narrative. Additionally, include in this section of the appendix, a Partner Identification Form and Cost Share Worksheet for each member of the consortium to clearly document the role and contribution of each member.

4. **Project Personnel:** Please provide a brief summary of the background and experience of key project staff as they relate to the specific project activities you are proposing.
5. **Equipment Acquisition:** In this section, please document the equipment you plan to purchase with the grant funds and present the Learning Technology Plan as described in this booklet (*See p. 8*).
6. **Evaluation Plan:** Describe, in detail, the evaluation plan, which identifies the project goals and objectives in measurable terms. (*See p. 10*).
7. **Evidence of Previous Success:** Include a brief summary of any evaluation studies, reports, or research that may document the effectiveness or success of the consortium or the activities proposed in the narrative section of the application.
8. **Equitable Access and Participation:** Section 427 of the General Education Provisions Act (GEPA) requires each applicant to include in its application a description of proposed steps to ensure equitable access to, and participation in, its Federally-assisted program. Each application should include this description in a clearly identified section of the appendix. The statute, which allows applicants discretion in developing the required description, highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. You may use local circumstances to determine the extent to which these or other barriers prevent equitable participation by students, teachers, parents or other community members. Your description need not be lengthy, but it should include a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances, and it should support the discussion of similar issues in the narrative section of the application.
9. **Private School Participation:** Private schools may participate in this initiative as consortium members. However, in the event that the fiscal agent is a State Education Agency (SEA) or a Local Education Agency (LEA) the application should include, in this section of the appendix, a description of the consultations that have taken place, and the proposed plans for addressing the needs of private school children and teachers, should a grant be awarded under this initiative. Consortia that do not include an LEA, SEA, or educational service agency are not required by statute to include private schools, but we encourage them to do so.

#### **OTHER ATTACHMENTS**

**Other attachments are not encouraged. Reviewers will have a limited time to read each application. Their consideration of the application against the selection criteria will be limited to the five sections of the Application and the nine sections of the Appendix listed above. Supplementary materials such as videotapes, CD-ROMs, files on disks, commercial publications, press clippings, testimonial letters, etc., will not be reviewed and will not be returned to the applicant.**

#### **PROPRIETARY INFORMATION**

Applications may contain innovative technical or business ideas that, if released to the public, could reasonably be expected to cause substantial competitive harm to the consortium member that submitted that information. Bold legends clearly identifying information that a consortium member believes is of a proprietary nature should appear at the top and bottom of each page on which it appears. The U.S. Department of Education will take this designation into account in determining whether this information can be released in response to a Freedom of Information Act request.

# *Preparing Tomorrow's Teachers to Use Technology*

## HOW TO SUBMIT APPLICATIONS

**The deadline for receipt of applications is June 4, 1999. All applications must be received on or before that date.** This closing date and procedures for guaranteeing timely submission will be strictly observed.

## NUMBER OF COPIES OF THE APPLICATION

All applicants are required to submit one (1) signed original and two (2) copies of the application (including one unbound copy suitable for photocopying). Each copy of the application must be covered with a Title Page (form included in these guidelines) or a reasonable facsimile. All applicants are encouraged to submit voluntarily an additional four (4) copies of the application to expedite the review process. Applicants are also requested to submit voluntarily three (3) additional copies of the Title Page itself. The absence of these additional copies will not influence the selection process. **All sections of the application and all sections of the appendix must be suitable for photocopying to be included in the review (at least one copy of the application should be unbound and suitable for photocopying).**

### **Mailing Address, and Address for Applications Sent by Commercial Carrier.**

Preparing Tomorrow's Teachers to Use Technology  
ATTN: 84.342  
U.S. Department of Education  
Application Control Center  
Regional Office Building-3, Room 3633  
7th & D Streets, S.W. (D Street, S.W. Entrance)  
Washington, D.C. 20202-4725  
Telephone: 202-708-8493

**Applications sent by mail must be received no later than June 4, 1999.** Applications not received by the deadline date will not be considered for funding unless the applicant can show proof that the application was (1) sent by registered or certified mail not later than five (5) days before the deadline date; or (2) sent by a commercial carrier not later than two (2) days before the deadline date. The

following are acceptable as proof of mailing: (1) a legibly dated U.S. Postal Service postmark, (2) a legible mail receipt with the date of mailing stamped by the U.S. Postal Service, (3) a dated shipping label, invoice, or receipt from a commercial carrier, or (4) any other proof of mailing acceptable to the Secretary.

**Applications delivered by hand** before the deadline date will be accepted daily between the hours of 8:00 A.M. and 4:30 P.M., Eastern Time except Saturdays, Sundays, or Federal holidays at the U.S. Department of Education, Application Control Center, Regional Office Building-3, Room 3633, 7th and D Streets (D Street, S.W. Entrance), S.W., Washington, D.C. (Telephone: 202-708-8493). **Applications delivered by hand on June 4, 1999 (on the deadline date) will not be accepted after 4:30 P.M., Eastern Time.**

## NOTIFICATION OF AWARD

Applicants will be notified by August 16, 1999 whether their application is being funded.

## ASSURANCES AND CERTIFICATIONS

Applications selected for funding will require a signed Form ED 80-0013 ("Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements"), Standard Form SF 424B ("Assurances-Non-Construction Programs"), and Standard Form LLL ("Disclosure of Lobbying Activities") before an award is made.

## ACCESSIBILITY FOR THE DISABLED

Systems that are being purchased, upgraded or modified should be accessible to people with disabilities in order to meet existing obligations under the Rehabilitation Act of 1973, as amended. Grantees may also be covered by the American with Disabilities Act of 1990 or the Technology Related Assistance for Individuals with Disabilities Act of 1988. The U.S. Department of Education has a set of requirements for Accessible Software Design and other resources that can be used to evaluate system accessibility. Accessibility needs to be a deciding factor whenever systems improvements are being made; the pressure of remediating the Y2K problem should not lead grantees to neglect this requirement.

## **INTERGOVERNMENTAL REVIEW OF FEDERAL PROGRAMS EXECUTIVE ORDER 12372**

This program is subject to the requirements of Executive Order 12372 (Intergovernmental Review of federal Programs) and the regulations in 34 CFR part 79. The objective of the Executive Order is to foster an intergovernmental coordination and review of proposed Federal Financial assistance. Applicants must contact the appropriate State Single Point of contact to find out about, and to comply with, the state's process under Executive Order 12373. A list containing the Single Point of Contact for each State is available on the program's homepage : <http://www.ed.gov/teachtech/>

## **THE FORMS**

The following forms are required in all applications and before an award is made. These forms, which are included on the following pages may be photocopied as necessary.

- Title Page Form
- Budget Summary Form
- Lead Identification Form and Cost Share Worksheet
- Consortium Partners Form
- Partner Identification Form and Cost Share Worksheet
- ED 80-0013 ("Certifications Regarding Lobbying; Debarment, Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements")

**Note:** Before an award can be made applicants must also complete Standard Form LLL ( "Disclosure of Lobbying Activities"), which will be provided to successful applicants prior to award.

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by governing body of the applicant, and that the applicant will comply with the attached assurances if assistance is approved.

## Assurances

The Applicant hereby assures and certifies that it will comply with the regulations, policies, guidelines and requirements, as they relate to the application, acceptance and use of Federal funds for this Federally assisted project. Also the Applicant assures and certifies that:

1. It possesses legal authority to apply for the grant; that a resolution, motion or similar action has been duly adopted or passed as an official act of the applicant's governing body, authorizing the filing of the application, including all understandings and assurances contained therein, and directing and authorizing the person identified as the official representative of the applicant to act in connection with the application and to provide such additional information as may be required.
2. It will comply with Title VI of the Civil Rights Act of 1964 (P.L. 88-352) and in accordance with Title VI of the Act, no person in the United States shall, on the grounds of race, color or national origin, be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program or activity for which the applicant receives Federal financial assistance and will immediately take any measures necessary to effect this agreement.
3. It will comply with Title VI of the Civil Rights Act of 1964 (42 U.S.C. 2000d) prohibiting employment discrimination where (1) the primary purpose of a grant is to provide employment or (2) discriminatory employment practices will result in unequal treatment of persons who are or should be benefiting from the grant-aided activity.
4. It will comply with Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. 794, which prohibits discrimination on the basis of handicap in programs and activities receiving Federal financial assistance.
5. It will comply with Title IX of the Education Amendments of 1972, as amended, 20 U.S.C. 1681 et seq., which prohibits discrimination on the basis of sex in education programs and activities receiving Federal financial assistance.
6. It will comply with the Age Discrimination Act of 1975, as amended, 42 U.S.C. 6101 et seq., which prohibits discrimination on the basis of age in programs or activities receiving Federal financial assistance.
7. It will comply with requirements of the provisions of the Uniform Relocation Assistance and Real Property Acquisitions Act of 1970 (P.L. 91-646) which provides for fair and equitable treatment of persons displaced as a result of Federal and Federally-assisted programs.
8. It will comply with provisions of the Hatch Act which limit the political activity of employees.
9. It will comply with the minimum wage and maximum hours provisions of the Federal Fair Labor Standards Act, as they apply to hospital and educational institution employees of State and local governments.
10. It will establish safeguards to prohibit employees from using their positions for a purpose that is or gives the appearance of being motivated by a desire for private gain for themselves or others, particularly those with whom they have family, business, or other ties.
11. It will give the sponsoring agency or the Comptroller General through any authorized representative the access to and the right to examine all records, books, papers, or documents related to the grant.
12. It will comply with all requirements imposed by the Federal sponsoring agency concerning special requirements of law, program requirements, and other administrative requirements.
13. It will insure that the facilities under its ownership, lease or supervision which shall be utilized in the accomplishment of the project are not listed on the Environmental Protection Agency's (EPA) list of Violating Facilities and that it will notify the Federal grantor agency of the receipt of any communication from the Director of the EPA Office of Federal activities indicating that a facility to be used in the project is under consideration for listing by the EPA.
14. It will comply with the flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973, P.L. 93-234, 87 Stat. 975, approved December 31, 1976. Section 102(a) requires, on or after March 2, 1975, the purchase of flood insurance in communities where such insurance is available as a condition for the receipt of any Federal financial assistance for construction or acquisition purposes for use in any area that has been identified by the Secretary of the Department of Housing and Urban Development as an area having special flood hazards. The phrase "Federal financial assistance" includes any form of loan, grant, guaranty, insurance payment, rebate subsidy, disaster assistance loan or grant, or any other form of direct or indirect Federal assistance.
15. It will assist the Federal grantor agency in its compliance with Section 106 of the National Historic Preservation Act of 1966 as amended (16 U.S.C. 470), Executive Order 11593, and the Archaeological and Historic Preservation Act of 1966 (16 U.S.C. 469a-1 et seq.) by (a) consulting with the State Historic Preservation Officer on the conduct of investigations, as necessary, to identify properties listed in or eligible for inclusion in the National Register of Historic Places that are subject to adverse effects (see 36 CFR Part 800.8) by the activity, and notifying the Federal grantor agency of the existence of any such properties, and by (b) complying with all requirements established by the Federal grantor agency to avoid or mitigate adverse effects upon such properties.

**TITLE PAGE FORM**

**OMB No. 1840-0741**  
Form Exp.: 09/30/99

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0741. The time required to complete this information collection is estimated to average 20 hours per response, including the time to review instructions, search existing data resources, gather and maintain the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-5211. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: U. S. Department of Education, Office of Postsecondary Education, Higher Education Programs, Preparing Teachers to Use Technology, 1250 Maryland Avenue, S.W., Portals Building, Suite 6238, Washington, DC 20202-5211

This application should be sent to:  
U.S. Department of Education, No. 84.342  
Application Control Center  
Room 3633, ROB 3  
Washington, D.C. 20202-4725

**1. Application No.:** (For ED Use Only)

**2. DUNS Number:**

**3. Lead Organization:**  
Name:

**4. Project Director:**  
Name and Title:

Address: (Complete)

Telephone:  
Fax:  
E-mail:

**5. Federal Funds Requested:**

1<sup>st</sup> Year \_\_\_\_\_  
2<sup>nd</sup> Year \_\_\_\_\_  
3<sup>rd</sup> Year \_\_\_\_\_  
TOTAL \_\_\_\_\_

**6. Consortium Members: (other than Lead) Number of Each**

\_\_\_\_ LEA \_\_\_\_\_ Institution of Higher Education  
\_\_\_\_ SEA \_\_\_\_\_ Other Non-profit  
\_\_\_\_ Library \_\_\_\_\_ For Profit Firm  
\_\_\_\_ Museum \_\_\_\_\_ Other

**7. Type of Grant: (for which you are applying)**

☐ Capacity Building Grant  
☐ Implementation Grant  
☐ Catalyst Grant

**8. Are you participating in any other grant application in this program?**  
\_\_\_\_ No \_\_\_\_ Yes

Name of Applicant \_\_\_\_\_

☐ Capacity Building Grant  
☐ Implementation Grant  
☐ Catalyst Grant

**9. Duration of Project:**

Starting Date: \_\_\_\_\_ Ending Date: \_\_\_\_\_  
Total Number of Months: \_\_\_\_\_

**10. Target Population, Number of Future Teachers  
Benefiting from the Project:**  
Year 1                      3 Years

**11. Application Title:**

**12. Brief Abstract of Application: (Do not leave this blank)**

**13. Certification by Authorizing Official**

The applicant certifies to the best of his/her knowledge and belief that the data in this application are true and correct and that the filing of the application has been duly authorized by governing body of the applicant, and that the applicant will comply with the attached assurances if assistance is approved.

Name \_\_\_\_\_ Title \_\_\_\_\_ Telephone \_\_\_\_\_  
Signature \_\_\_\_\_ Date \_\_\_\_\_

## Instructions for Completing Title Page Form

**\*\*DO NOT FORGET TO SIGN THE FORM\*\***

- ITEM 1. LEAVE BLANK -- FOR OFFICE USE ONLY**
- ITEM 2. D-U-N-S Number:** Enter the applicant's D-U-N-S Number. If your organization does not have a D-U-N-S Number, you can obtain the number by calling 1-800-333-0505 or by completing a D-U-N-S Number Request Form. The form can be obtained via the Internet at the following URL: <http://www.dnb.com/dbis/aboutdb/intlduns.htm>.
- ITEM 3. LEAD ORGANIZATION:** Enter the name and complete mailing address of the non-profit agency or organization which will serve as the legal applicant (fiscal agent). When more than one institution or agency is involved, enter the name of the one which will be responsible for budget control. NOTE: Acknowledgments of grant awards are sent to this address and the fiscal agent is responsible for the completion and accuracy of all reporting documents. Remember to complete this section fully.
- ITEM 4. PROJECT DIRECTOR:** Enter the name and complete mailing address of the Project Director or Co-Directors (fiscal agent). If no one has been selected, so indicate and enter the name of the person who can be contacted to discuss the programmatic aspects of the project. NOTE: Name and address listed here will be used to mail notifications of application status. Both this address and the Legal Applicant address should be detailed. Remember to include the telephone and fax numbers and to complete this section fully.
- ITEM 5. FEDERAL FUNDS REQUESTED:** Enter the amount of Federal funds being requested in each year of the project. Under "TOTAL" enter the cumulative amount requested for the duration of the project.
- ITEM 6. CONSORTIUM PARTNERS:** Include the number of each type of consortium member organization included in the consortium.
- ITEM 7. TYPE OF GRANT:** Check the type of grant for which you are applying with this application.
- ITEM 8. ARE YOU PARTICIPATING IN ANY OTHER APPLICATION IN THIS PROGRAM?** Check Yes or No. If you are participating in another grant application in this program, provide the name of the fiscal agent and check the type of grant. Identify all grant applications for which you are participating.
- ITEM 9. DURATION OF THE PROJECT:** Enter appropriate starting and ending dates.
- ITEM 10. TARGET POPULATION: NUMBER OF FUTURE TEACHERS DIRECTLY BENEFITING FROM THE PROJECT PER YEAR:** Target population count as of Fall 1999 will suffice. Wildly inflated estimates are not encouraged.
- ITEM 11. APPLICATION TITLE:** Self-explanatory.
- ITEM 12. BRIEF ABSTRACT OF APPLICATION:** Keep concise and confined to the space provided, but in no case should you leave this blank. Also see instructions under "How to Apply" for submitting a separate one-page abstract.
- ITEM 13. CERTIFICATION BY AUTHORIZING OFFICIAL:** Enter the name, title, and telephone number of the official who has the authority both to commit the Legal Applicant to accepting Federal funding and to execute the proposed project. **Submit the original ink-signed copy of the authorizing official's signature.**



TOTAL PROJECT BUDGET SUMMARY FORM

GRANT FUNDS REQUESTED FROM THIS PROGRAM TO SUPPORT THE PROJECT

Direct Costs:	YEAR 1	YEAR 2	YEAR 3	TOTAL
1. Salaries & Wages ( <i>Professional and Clerical</i> )				
2. Employee Benefits				
3. Travel				
4. Equipment (Purchase)				
5. Materials and Supplies				
6. Consultants and Contracts				
7. Evaluation ( <i>Evaluator's Cost</i> )				
8. Other ( <i>Equipment Rental, printing, etc.</i> )				
<b>A. Total Direct Costs: (1-7)</b>				

<b>B. Total Indirect Costs:</b>				
<b>C. TOTAL REQUESTED (A + B)</b> ( <i>These figures should appear on the Title Page</i> )				

PROJECT FUNDS PROVIDED BY ALL PARTNERS

(*Figures shall reflect totals of detailed partner project funds provided on partners contribution work sheet.*)

Direct Costs:	YEAR 1	YEAR 2	YEAR 3	TOTAL
1. Salaries & Wages ( <i>Professional and Clerical</i> )				
2. Employee Benefits				
3. Travel				
4. Equipment (Purchase)				
5. Materials and Supplies				
6. Consultants and Contracts				
7. Other ( <i>Equipment Rental, printing, etc.</i> )				
8. Other Funding Sources				
<b>D. TOTAL PARTNER FUNDS</b>				

<b>TOTAL PROJECT COST (Add Lines C + D)</b>				
---	--	--	--	--

## Lead Organization Identification Form and Budget

Please indicate lead organization and its share of funds provided for each year of the proposed project.  
All projects must have at least one lead and one partner organization.

### LEAD ORGANIZATION *(The lead organization shall be the fiscal agent)*

**Project Leader:** Name/Title \_\_\_\_\_

Institution/Organization \_\_\_\_\_

Department/Faculty \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone \_\_\_\_\_ e-mail \_\_\_\_\_ Fax \_\_\_\_\_

Type of Institution/Organization \_\_\_\_\_

**Type of Grant**      Capacity Building      Implementation      Catalyst

Funds Provided by Lead Organization	YEAR 1	YEAR 2	YEAR 3	TOTAL
1. Salaries and Wages				
2. Benefits				
3. Travel				
4. Equipment Purchase or Lease				
5. Materials and Supplies				
6. Consultants/ Contracts (other than partners)				
7. Evaluation Costs				
Other				
Other Funding Sources (please attach list)				
Total Cost Share Provided by Lead				

## LIST of CONSORTIUM PARTNERS

**Lead Organization:** \_\_\_\_\_

**Address:** \_\_\_\_\_

**City, State, Zip:** \_\_\_\_\_

**Application No.** \_\_\_\_\_

(Leave Blank -- For Official Use Only)

**Please list all consortium partners.**

[illegible]

**Partner Identification Form and Cost Share Worksheet\***

Please indicate each partner organization and its share of funds provided for each year of the proposed project.  
All projects must have at least one lead and one partner organization.

**PARTNER #** \_\_\_\_\_ (*Please fill in the number*)      **SIGNATURE** \_\_\_\_\_  
(Signature of Authorizing Official)

**Partner: Name/Title** \_\_\_\_\_

**Institution/Organization** \_\_\_\_\_

**Department/Faculty** \_\_\_\_\_

**Address** \_\_\_\_\_

**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Telephone** \_\_\_\_\_ **e-mail** \_\_\_\_\_ **Fax** \_\_\_\_\_

**Type of Institution/Organization** \_\_\_\_\_

<b>Cost Share Provided by Partner</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>TOTAL</b>
1. Salaries and Wages				
2. Benefits				
3. Travel				
4. Equipment Purchase or Lease				
5. Materials and Supplies				
6. Consultants/ Contracts (other than partners)				
Other				
Other Funding Sources (please attach list)				
<b>Total Cost Share Provided by Partner</b>				

**Please summarize the partner’s specific support and commitment to the project in the space below.**

*\*Please complete a separate form for each of the partners.*

---

## CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

---

### 1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

---

### 2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110--

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgement rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

---

### 3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about-

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will-

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted-

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check ☐ if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

**DRUG-FREE WORKPLACE  
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 600 Independence Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**APPLICATIONS MUST BE RECEIVED NO LATER  
THAN JUNE 4, 1999**

**CHECKLIST:**

- ☐ The Application Title Page has been completed according to the instructions on the back of the title page.
- ☐ The Application Title Page has been signed and dated by an authorized official and the signed original has been included with your submission.
- ☐ **SUBMIT ONE ORIGINAL PLUS TWO COPIES OF THE APPLICATION AND THE APPENDIX (INCLUDING ONE UNBOUND COPY SUITABLE FOR PHOTOCOPYING), PLUS FOUR VOLUNTARILY SUBMITTED ADDITIONAL COPIES. EACH COPY SHOULD INCLUDE THE FOLLOWING SECTIONS:**

**The Application:**

- ☐ Title page (page 1)
- ☐ Table of contents (page 2)
- ☐ Abstract (page 3 - one page maximum)
- ☐ Narrative
- ☐ Budget summary form, and detailed budget justification

**The Appendix:**

- ☐ Lead Identification Form and Cost
- ☐ Consortium Partners Form
- ☐ Partner Identification Form
- ☐ Project personnel
- ☐ Equipment acquisition
- ☐ Evaluation plan
- ☐ Evidence of previous success
- ☐ Equitable participation
- ☐ Private school participation

- ☐ **In addition to the above, include three (3) additional copies of the title page.**

**SEND APPLICATIONS TO THIS ADDRESS:**

**Preparing Tomorrow's Teachers to Use Technology  
ATTN: 84.342  
U.S. Department of Education  
Application Control Center  
Regional Office Building-3, Room 3633  
Washington, D.C. 20202-4725  
Telephone: 202-708-8493**

**REMEMBER:** Applications mailed or sent by commercial carrier must be received by **June 4, 1999**. Applications that are **FAXED** or **E-Mailed** are not acceptable. Hand delivered applications must be received no later than 4:30 p.m., Eastern Time on **June 4, 1999**.

**Questions about the program can be sent to this address.**

Preparing Tomorrow's Teachers to Use Technology  
U.S. Department of Education  
Higher Education Programs, OPE  
1250 Maryland Ave., SW RM6238  
Portals Building  
Washington, D.C. 20202-5211

**Phone:** 202-260-1365

**Fax:** 202-260-8412

**E-mail:** Teacher\_Technology@ed.gov

**Web Page:** <http://www.ed.gov/teachtech/>

U.S. DEPARTMENT OF EDUCATION

Preparing Tomorrow's Teachers  
to Use Technology  
Washington, DC 20202-5211

---

OFFICIAL BUSINESS  
PENALTY FOR PRIVATE USE \$300

FIRST CLASS MAIL